DOCUMENT RESUME

ED 191 431 IR 008 631

AUTHOR Gill, Walter Arthur
TITLE Improved Self-Concepts Through Visual Communication.
PUB DATE 30 Mar 78
NOTE 24p.: Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Canada, March 30, 1978).

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Blacks; *Disadvantaged Youth; *Educational Media; Films; *Group Membership; Mass Media; Minority Groups; Photography; *Self Concept; Videotape Recordings; *Visual Aids; Visual Learning

ABSTRACT

Investigations linking communication media experiences and self-concepts suggest that changes in the self-concept of Afro-American students may be acutely affected in instructional environments through group activities employing mediated approaches, participation in the media as producers rather than consumers, and instruction through visual literacy classes. Stressing individual rights rather than the rights of groups in the United States has had a detrimental effect on Afro-Americans. To compound the problem, these students have had to learn the most abstract form of symbolism--language--while coping with two cultures in one locale. Programs for improving the status of minority groups, prescriptions for improving the achievement of minority and disadvantaged groups in school, and methodologies for enhancing educational environments in this country have not proven to be remedies. Self-enhancing learning environments involving visual media should be created where group membership responsibility can be more readily stressed based on heritage and tradition. This process would enhance self-concept, facilitate academic achievement, and negate an ever-growing social order of black WASPS. A 90-item bibliography is attached. (CHC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED191431

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

IMPROVED SELF-CONCEPTS THROUGH VISUAL COMMUNICATION

by

Dr. Walter Arthur Gill

Associate Director
Center for Educational Technology
Department of Communications
Bowie State College
Bowie, Maryland 20715

IR008631

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Walter Arthur Gill

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Paper presented at a meeting of the American Educational Research Association, "Critical Issues in Black Education," at Toronto, Canada on March 30, 1976.

IMPROVED SELF-CONCEPTS THROUGH VISUAL COMMINCATION

by Walter Arthur Gill

It is extremely difficult to discuss an improved self-concept without first considering "the self" as a value in the natural order of things. The self can only be approximately calculated in relation to other elements of "the other." Philosophy, the science of estimating values (1) and education, the cultivation of moral and mental agility, can best serve as the medium in jaxtaposing internal and external environments of the self.

The self conceptualization of self as a three-fold spirit has been put forth by Geofferey Hudson.[2] As an element of an internal environment, the self is composed of Divine of Will, Divine of Wisdom and Divine of Knowledge. The self, as an element of an external environment is considered mortal as dense body, vital body, a desired or astral body and the mind. The ego is the three-fold spirit and mortal body which acts and gathers experience from action. Thus, the purpose of life is to transform the powers latent in the ego into "dynamic energy" characterized by discipline and freedom.

As first suggested by Pierce (3), it does indeed appear that individual self-concept is two-fold. The self can be conceptualized as being bi-directional, bi-polar and bi-space. That is, self-concept moves in two directions, stops as development at some point in time, and travels toward infinity or beyond definition.

Visual communication is a vicarious learning experience

---

[2] For a discussion of the spiritual and mortal body of man, see Geofferey Hudson, The New Light on Disease. (London: Theological Library, 1928).

which serves as a medium between abstract and direct learning experiences (4). The effects of communication messages and message manipulation, and participation as producers rather than consumers can have a profound effect upon student behavior. Within this context, student self-concept can be impeded or directed towards visual literacy.

This paper focuses on some relationships which exist between media and the self-concept of disadvantaged audiences, especially the Afro-American student. Most of the citations involve group activities and the Afro-American student. Formal and informal learning environments are considered. These citations imply that self-concept can be through visual media communication. The essence of these arguments is the creation of self-enhancing learning environments through visual commincation.

Western Culture and Self-Concept

History has shown that Western culture places great emphasis on individualism. The culture, founded in the belief that man was made in God's image, assumes that man is the most important organic matter among galactic occurences. The origins of self-concept have been delineated back to Homeric times (5). Such terms as "know thyself" and "love thyself" reflect that Western culture values the individual who sees himself as a separate entity with a separate identity. An individual's unique characteristics - self-identity, self-esteem, self-worth, and self-awareness are reflected in the psychological variable self-concept or self-image.

Most of the contemporary theories about self-concept have been derived from William James (6) who believed the self consisted of spiritual, material, and social aspects. These theories were expanded to include the bi-polar self (7); the belief that each concept serves as a point of reference for the other (8,9); and the theory of a social nature of self-concept (10).

More recently, psychologists, educators and sociologists have taken a keen interest in the importance of self-concept in human development. C.L. Rogers (11) concluded after his client-centered therapy that the self-concept is a basic unit for the study of individual behavior. Raimy's (12) self-concept construct, Snygg and Combs (13) phenomenologic psychology, and Maslow's (14) self-actualization concept set the conditions for subsequent research into self-concept.

The significant role self-concept plays in the educational process has been cited by numerous formal and informal studies. Most researchers concluded that self-concept will influence achievement, attitudes, and behavior in school and assumes as important a role in the educational process. Longitudinal studies by Brookover and his colleagues (15) concluded that there is a positive correlation between self-concept and academic achievement.

The importance of the self-concept of specific learning audiences, that is, minority and disadvantaged students, has been pointed out by Clark (16), Deutsch (17), Ziller (18), and Poussaint (19). Zirkel and Moses (20) reported that ethnic group membership significantly affects the self-concept of individual students.

The Minority and Disadvantaged Student

The educational system in the United States has been formulated to accommodate the individual's rights through an individualized learning process. Concurrently, this process has mandated that all children learn the same material at a given age and at the same rate as their fellow students. Although this system has proven quite appropriate for the majority of students in this country, some students have not adopted or benefited from this process. One crisis in education has resulted from emphasis being placed on individual rather than pluralistic methodologies for academic achievement and self-enhancement. It appears that individuals most affected have been Afro-Americans, referred to many times as minority and disadvantaged students.[1]

The group has been a source of identity, status, and emotional satisfaction for Black people for thousands of years. Through group identity, his life experiences were organized and imparted to children through structured disciplines. Archaeologist in sifting through pattern layers of earth have revealed that Africa not only gave the world the first man and many of its earliest civilizations, but some of the first pluralistic socieites.

In the United States, emphasis is placed on individual rights rather than the rights of groups. This instructional methodology has worked to the detriment of Afro-Americans.

---

[1] Minority student is defined as a racial group, considered different and numbering less than half of the total in the United States.
Disadvantaged student is defined as a group operating under an unfavorable condition which constitutes a handicap.

To compound the problem, these students have had to learn the most abstract form of symbolism - language - while coping with two cultures in one locale.

In recent years, considerable attention has been focused on the disadvantaged student. Literature, numerous reports, studies, formal and informal investigations have cited his functional illiteracy, poor showings on standardized achievement tests, misconduct in and around school, his high truancy rate, and negative self-concepts. Although considerable effort has been made, and much money has been expended, the results have been less than expected.

Programs and classroom methods designed to remedy these educational deficiencies have been ineffective. The disadvantaged student has failed to demonstrate the academic skills needed to survive in the 21st century; act out, with consistency, a realization of self in social situations; or respond as a manageable and constructive citizen. Educators have not yet determined appropriate conditions and methods which favor learning and achievement for the disadvantaged student.

The classroom teacher has an important role in enhancing the self-concept of disadvantaged students as related to academic achievement (21,22,23). Parents tend to agree with the teacher's predictions when the child's self-concept is inferred or assumed to be low (24).

Some studies have indicated that the areas which show the greatest weaknesses in disadvantaged children are sensory perception and discrimination (25,26). Other evidence concludes

that disadvantaged children are exposed to a limited number of oral, aural, and visual experiences, and enter school with low response range to sensory stimuli and a temporary inflexibility to cognitive processing operations (27).

Still, there is other research data indicating that disadvantaged children tend to permit language to interact more with non-verbal means of communication such as gestures and pictures (28). Demonstrations (29,30,31) have shown the sharp distinction between children more adept at visual imagery and spatial skills and those who rate high verbally.

From research and observations, several authors (32,33,34, 35) have indicated that the disadvantaged student is:

1. Oriented to the physical and visual rather than to the aural;
2. Inclined to communicate through actions rather than words;
3. Content-centered rather than form centered;
4. Externally oriented rather than introspective;
5. Lacking in experiences of receiving approval for success in task.

Instructional Approaches With Visual Media

The communications explosion has broadened the base for instructional applications of media. Some educators have expressed a concern for the use of media - film, videotape, audiotape, photography, projected and non-projected graphics - in the classroom. Numerous documentation reveal that the quality of instruction can be improved immensely whenever media technology can be applied to serve as an extension of academics. As this

country approaches the year 2000, it is becoming apparent that technology combined with the visual arts will have a profound effect upon mental agility and self-awareness.

Art and Photography

Visual arts communications can play a significant role in the educational process (36). Art activities are an aid in supporting the ego and fostering the development of a sense of identity (37). Art, when used as therapy, constitutes an attempt to bring order and discipline into the lives of troubled people (38,39). Many such activities have been used as creative learning experiences for disadvantaged students (40,41,42,43, 44,45).

The Guggenheim Museum Children's Reading Program was established as a comprehensive arts and reading enrichment for socially and economically deprived inner city adolescents (46). The objective of the program focused on improvement in reading skills through motivation and interest in the arts, and on correction of reading weaknesses by workshops devoted to reading. Major conclusions were that it is possible to (1) effectively teach reading in a program focusing on the arts, (2) enhance attitudes toward academic subjects, and enhance aspirations and self-concepts.

Some researchers have used photography in an effort to modify self-concept. Photography has been used to improve a student's interest and ability in school (47), and to improve reading ability (48,49). Using photography as an external image, psychotic patients have been brought into a better contact with their more realistic selves (50).

Film

A most impressive file-making project involved disadvantaged high school students from a large vocationally oriented school in Philadelphia (51). In an empirical test with 35 students, the hypothesis that instructional programs revised under student review would yield more learning for these students than materials revised through instructor feedback was supported. The students proposed a film-making project for high school dropouts to aid them to gain a sense of personal well being and the ability to communicate before specific career-oriented training.

Members of the Twelfth and Oxford Street gang were trained in film-making, and produced their own documentary entitled "The Jungle."[2] The study was designed to test a taxonomy[3] which hypothesizes that an alienated student entering an art environment-situation for the first time can be expected to have certain art related pleasures and some satisfaction with his own skill achievement. From there he moves through a sequence of attitude changes in overt behavior, steadier work habits and more conformity. The author of this taxonomy suggests that the hypotheses are supported in the products of the student artist and the efforts of participation in the arts program as evidenced by

---

[2] The Jungle (film, 22 min.). Philadelphia: 12th and Oxford Film Makers Corp. (Distributors: Churchhill Films), 1968.

[3] Tumin, Melvin. Professor of Sociology and Anthropology at Princeton University, Developed a taxonomy system for use relative research in the Arts (Bushnell, 1969).

the participant's behavior, both inside and outside the art environment-situation. The taxonomy seems to be supported by several arts programs designed for learning audiences classified as disadvantaged[4] (52,53,54).

In another study teachers reported that students capabilities to work with each other improved and their motivations for all kinds of study, including self-study, were greatly improved after film-making experiences(55). The use of film-making experiences to aid minority-disadvantaged students in their personal and social well being, to positively modify their self-concepts for short periods of time implies the potential of visual material for use as a vehicle for behavioral change.

Films may bring about a more realistic self-appraisal in minority children when used with educational materials (56). The selection of films for a particular audience has modified aspects of individual self-concept (57).

The viewing of films by minority disadvantaged children has modified self-concept for a short interval of time (58). The use of film showings which were made by disadvantaged youth may have been an important variable in the improved self-concepts of delinquent males (59).

Behavioral pattern repertories may be changed and new responses quickly acquired as a function of observing the behavior and attitudes of models (60). Studies indicate that

---

[4]Gill, W.A. Boys Club Director, Syracuse Boys Club (Boys Club of America), 1971-1972. This program was composed of recreational and leisure type games, sport teams, still and motion picture photography, art activities, film showing, community resource trips and the distribution of a monthly news letter.

children imitate the behavior of models presented through motion pictures (61,62) and videotape experiences (63).

Videotape

The use of videotape was generally confined to broadcast areas until the late sixties. Since that time, the development of portable, low priced videotaping equipment has enabled such equipment to be utilized in non-broadcast areas. The effective use of videotape techniques has been demonstrated in the disciplines of psychiatric therapy (64), counseling (65), teacher education (66), business training (67) and with disadvantaged (68) and disturbed children (69).

The communications skills, self-concepts and aspirations of educationally and emotionally deprived Black and Puerto Rican youngsters were broadened after the production of videotape activities during one summer workshop (70). Several dimensions of the self-concept of delinquent males were modified positively after videotape recording activities, videotape playback, and the viewing of motion pictures dipicting Black images (71).

Mass Media and Self-Concept

There has been, during the past several years, a great deal of research on self-concept. Alvin Poussaint (72) has pointed out that the operation of self-image as a motivator for behavior is directly linked to the future. Voluminous amounts of literature have documented the negative self-concept of minority and disadvantaged students.

An increasing amount of evidence is beginning to surface which strongly implies that the media have profound effect upon

another study revealed that a high exposure to television violence in entertainment was associated with greater approval of violence and a greater willingness to use it in real life (83).

Many children and adolescents believe television provides an accurate picture of the real world. Studies have shown that Afro and Mexican-American children are less skeptical of what they watch on television than Caucasian children (84); that disadvantaged children are likely to perceive television violence as lifelike (85), and; Black students are uncertain as to the reality of what they view on television (86). It appears that the concept reality of the Afro-American child has been affected by drama as portrayed on television. And although a negative self-concept has not been associated with television viewing, there are clear differences in time spent in front of the television along race and economic lines (87,88,89).

This is the age of the moving image. The mass audience sits mesmerized, transfixed by instantaneous pictures that are waved like wands before their eyes. In the process, these pictures speak in ways which are not immediately perceived. There are but a few persons - this author included- who are witnesses, and grow faint from fear of the visual pollutions perpetrated on the public. The mass audience seems incapable of processing the vast amounts of information, incapable of mastering its many codes, incapable of developing strategies for personal growth and enhancement.

As in all research, the basic assumptions and theoretical

orientations underlying that research must be examined. Research in visual communication should close the gap between the world of information and the world of school and the world of ethical behavior. Research in instructional media should develop critical approaches for integrating media in the teaching process with emphasis on the human aspects of communication. Persons concerned with educational communications must continually ask the question, "How can the media be actively utilized to help children define themselves and their relationship with others?" Children are learning differently through television and films for they are acquiring information visually. Children, a country's, a nation's, an ethnic group's most precious resource, are the most easily polluted, the most easily corrupted, the most abused.

Conclusions

The educational system in the United States is resultant from the importance which Western culture places on individualism. Programs for improving the status of minority groups, prescriptions for improving the achievement of minority and disadvantaged groups in school, and methodologies for enhancing educational environments in this country have not proven to be remedies. This emphasis has prevented educational managers from attempting to develop stabalized groups, that is "classrooms," based on pluralistic accountabilities.

In touching upon the relationship between abstract and direct learning experiences, some investigations linking

communication media experiences and self-concept have been identified. The implications resultant from this relationship suggest that changes in the self-concept of Afro-American students may be acutely affected in instructional environments through: (1) group activities employing mediated approaches; (2) participation in the media as producers rather than consumers; (3) instruction through visual literacy classes.

The major challenge facing administrators and teachers charged with the responsibility of educating Afro-American audiences is the creation of self-enhancing learning environments. In this environment group membership responsibility can be more readily stressed based on heritage and tradition. The very process would enhance self-concept, facilitate academic achievement and negate an ever growing social order of Black WASPS.

We live in a visual world. Most of us perceive the world about us mostly through our eyes. Visual objects come before words and abstractions and ideas.

Visual perception systems are important in that they pick up coded information that provides a very direct means of knowing the environment (90). James Hinson states:

> To touch something is to situate oneself in relation to it. We never look at just one thing; we are always looking at the relation between things and ourselves. Our vision is continually active, continually moving, continually holding things in a circle around itself, constituting what is present to use as we are.[5]

---

[5] Hinson, James. Graphic Communication Class Manual. Bowie, Md.: Bowie, State College, 1976.

Communication breakdowns occur when a source believes his perceptions are "correct" and that the receiver should be able to perceive his ideas, beliefs, values and behavior as absolute. But communication is a two-way process between producer and consumer, between the source and the receiver, the "projectionist" and the audience. In the humanility of life's experience, the need constantly changes. It is both the audience and the practioner which supplies the frame of reference that makes the situation and the presentation relevant.

REFERENCES

1. Hall, Manley P. Masonic, Hermetic, Qahbalistic and Rosicrucian Symbolical Philosophy. San Francisco, Ca.: H.S. Crocker, Co., Dec., 1928.

2. Hudson, Geofferey The New Light on Disease. London: Theological Library, 1928.

3. Pierce, C.S. "Questions Concerning Certain Faculties Claimed For Man." Journal of Speculative Philosophy, 1868, 2, pp. 103-114.

4. Dale, Edgar. Audio-Visual Methods in Teaching. New York: The Dryden Press, 1954.

5. Reeves, J.W. Body and Mind in Western Thought. Baltimore: Penguin Books, 1958.

6. James, W. Principles of Psychology. New York: Holt, 1890.

7. Baldwin, J.M. Social and Ethical Interpretations in Mental Development. New York: The MacMillan Company, 1897.

8. Cooley, C.H. "Personal Competition." Economic Studies, 1899. 4, pp. 73-183.

9. Mead, G.H. "The Genesis of the Self and Social Control." International Journal of Ethics, 1925, 35 pp. 251-273.

10. Mead, G.H. Mind, Self, and Society. Chicago: University of Chicago, Press, 1934.

11. Rogers, C.R. "Towards Becoming A Fully Functioning Person." In A.W. Combs (Ed.), Association for Supervision and Curriculum Development Yearbook of 1962, Perceiving, Behaving, Becoming. Washington: NEA, 1962, pp. 21-33.

12. Raimy, V.G. "Self-Reference in Counseling Interviews." Journal of Consulting Psychology, 1948, 12,pp.153-163.

13. Snygg, D. and Combs, A.W. Individual Behavior. New York: Harper and Brothers, 1949.

14. Maslow, A.H. "Some Basic Propositions of a Growth and Self-Actualization Psychology. In A.W. Combs (Ed.), Association for Supervision and Curriculum Development Yearbook of 1972, Perceiving, Behaving, Becoming. Washington: NEA, 1962 pp. 34-39.

15. Brookover, W.B., Erickson, El L., and Joiner, L.M. Self-Concept of Ability and School Achievement in High School. U.S.O.E. Cooperative Research and Publications, Michigan State University, 1967.

Brookover, W.B. et al. Self-Concept of Ability and School Achievement, II: Improving Academic Achievement Through Students' Self-Concept Enhancement. U.S.O.E. Cooperative Research Project No. 1636. East Lansing: Office of Research and Publications, Michigan State University, 1965.

Brookover, W.B., Patterson, A. and Thomas, S. Self-Concept of Ability and School Achievement. U.S.O.E. Cooperative Research Project No. 845. East Lansing: Office of Research and Publications, Michigan State University, 1960.

16. Clark, K.B. Dark Ghetto: Dilemmas of Social Power. New York: Harper and Row, 1965.

Clark, K.B. & Clark, M.P. "Racial Identification and Preference in Negro Children." Readings in Social Psychology, edited by Eleanor E. Maccoby, et. al., New York: Holt, Rinehart and Winston, 1958, pp. 602-11.

17. Deutsch, M. The Disadvantaged Child. New York: Basic Books, Inc. 1967.

18. Ziller, R.C. The Social Self. New York: Pergamon Press, Inc. 1973.

19. Poussaint, Alvin F. "The Black Child's Image of the Future." In A. Toffler (Ed.), Learning For Tomorrow. New York: Random House, 1974.

20. Zirkel, Perry A. and Moses, E. Gnanary. "Self-Concept and Ethnic Group Membership Among Public School Students." American Educational Research Journal, 8, 2, 1971, pp. 253-265.

21. Nagler, Sylvain and Hoffnung, Robert. Teacher Expectations, Children's Perceived Powerfulness and School Performance. New Haven: Yale University, Department of Psychiatry, March, 1971.

22. Spilka, Bernard. Alienation and Achievement Among Oglala Sioux Secondary School Students. Denver, Colorado: Department of Psychology, University of Denver, 1970.

23. Frerichs, A.H. Relationship of Self-Esteem of the Disadvantage to School Success. Paper presented at the annual meeting of the American Educational Research Association. Minneapolis, Minnesota, March, 1970.

24. Campbell, P.B. "School and Self-Concept." Educational Leadership, 24, March, 1967, pp. 510-513.

25. Hellmuth, J. (Ed.), Cognitive Studies. Volume 1 and 2. New York: Brunner/Mazel, Inc., 1970 and 1971.

26. Anderson, R.C. "Individual Differences in Problem Solving." In Gagne, R.M. (Ed.), Learning and Individual Differences. Columbus, Ohio: Meril, 1969.

27. Brown, Edward K. Invalidities in Reporting and Discussing the Educational Progress of Disadvantaged Urban Children. Philadelphia: Office of Research, The School District of Philadelphia, 1971.

28. Taylor, Irving. In F. Riessman, The Cultural Disadvantaged Child. New York: Harper and Brothers, 1962.

29. Lowenfeld, V. The Nature of Creativity. London: Routledge and Kegan Paul, 1939.

30. Kuhlman, Clementina. Visual Imagery in Children. Unpublished Doctoral Dissertation, Harvard University, 1960.

31. Smith, McFarland. Spatial Ability. New York: Knoft, 1964.

32. Riessman, Frank. The Cultural Deprived Child. New York: Harper and Brothers, 1962.

33. Black, Millard. "Characteristics of the Culturally Disadvantaged Child." In J.L. Frost and G.R. Haskes (Ed.), The Disadvantaged Child: Issue and Innovations. Boston: Houghton Mifflin Co., 1966.

34. Bushnell, Don D. "The Educational Advantages of the Poor." Audiovisual Instruction, 13, January, 1968, pp. 24-26.

35. Cheyney, Arnold B. Teaching Culturally Disadvantaged in the Elementary School. Columbus, Ohio: Charles E. Merrill Books, 1967.

36. McFee, June King. Preparation for Art. Belmont, Ca.: Wadsworth Publishing Company, Inc., 1967.

37. Gardiner, Muriel M. "Introduction." In E. Kramer, Art As Therapy with Children. New York: Schocken Books, 1971, ix.

38. Kramer, Edith. Art As Therapy with Children. New York: Schocken Schocken Books, 1971.

39. Gill, W.A. "Matthew: The One-Eyed Jack." In Filter: A Relationship of Systems Leading Toward Individualized Instruction. Masters Thesis, Syracuse University, 1971.

Gill, W.A. "Art-Socio Program." Department of Juvenile Services, Laurel, Md.: Waxter Children's Center, 1967.

40. Anderson, Vivienne. Summer '72 Youth Film/Media Workshop. National Institute of Education Project No. 2-1287, Grant No. OEG-0-72-5302. Albany, New York: New York State Education Department, 1973.

41. Grossman, M. and Torrence, E.P. "A Creative Workshop for Disadvantaged Children." Art Education, 1970, 23 (5), 33-35.

42. Barclay, Doris L. "Art Education for the Culturally Different." School Arts, 69 (7), March 1970, 14-17.

43. Lanier, Vincent. "Art and the Disadvantaged." Art Education, 23 (9), December 1970.

44. Diamond, F.R. "The Effectiveness of a Children's Workshop in the Creative Arts in Forwarding Personal and Intellectual Development. Student Art Education, 1969, 11, 1, pp. 52-60.

45. Bolton, Shirley L. "An Introductory Study of Art as Creative Learning for the Culturally Disadvantaged." Studies in Art Education, 10 (2), Winter, 1969.

46. An Evaluation of the 1972-1973 Guggenheim Museum Children's Program "Learning to Read Through The Arts." ESEA Title I Program. New York University: N.Y. Center for Field Research and School Services, July, 1973.

47. Combs, J. "Photography: A Key to Learning." Audio-Visual Instruction, November, 1969.

48. Fransecky, Roger B. "Visual Literacy and Teaching the Disadvantaged." Audiovisual Instruction, 1969, October, 28-31, 116-119.

49. Nicolletti, D.J. An Investigation Into the Effects of a Self-Directed Photography Experience Upon the Self-Concept of Fourth Grade Students. Unpublished Doctoral Dissertation, Syracuse University, 1971.

50. Corneilson, Floyd S., Jr. and Arsensian, Jean. "A Study of the Response of Psychotic Patients to Photographic Self-Image Experience. Psychiatric Quarterly, 1960, 34, 7.

51. Bushnell, Don D. The Production and Validation of Educational System Packages for Occupational Training of Depressed Area Students; or Black Student Versus Teacher Evaluation of Urban Vocational Programs. U.S. Office of Education Research Grant 4-6-062777-2239, Santa Barbara: Comm A, 1970.

52. Bushnell, Don D. op. cit., 1970.

53. Skipper, Charles E. A Study of the Development of Creative Abilities in Adolescence: The Living Arts Program of Dayton. Dayton: Dayton City Schools, 1968.

54. Gill, W.A. op. cit., 1967.

55. Debes, J.L. "Toward Visual Literacy, A Human Nature." Paper presented at the Association for Children with Learning Disabilities, February 1970.

56. Weisgerber, Robert A. and Danoff, Malcolm N. Evaluating the Potential of Films for Improving Self-Image in Minority Group Children. Interim Technical Report: Phase I. Palo Alto, Calif., American Institute for Research, 1969.

57. Mertens, Marjorie S. The Effects of Mental Hygiene Films on Self-Regarding Attitudes. Instructional Films Research Reports. Port Washington, N.Y.: Special Devices Center, Technical Report SDC-269-7-22, July, 1951.

58. Dimas, Chris. The Effect of Motion Pictures Portraying Black Models on the Self-Concept of Black Elementary Students. Paper presented at a meeting of the American Educational Research Association, New Orleans, La., February, 1973.

59. Gill, W.A. "The Effects of Media Related Experiences Upon the Self-Concept of Delinquent Males." Doctoral dissertation, Syracuse University, 1977.

60. Bandura, A. Social Learning Through Imitation. In M.R. Jones (Ed.) Nebraska Symposium on Motivation, Lincoln, Nebraska, 1962, pp. 211-269.

61. Nielson, G. Studies in Self-Confrontation. Copenhagen: Munksgaard, 1962.

62. Bandura, A., Ross, Dorothea, and Ross, Shiela A. "Imitation of Film-Mediated Aggressive Models." Journal of Abnormal Psychology, 1963, 66, pp. 3-11.

63. Walters, Richard H., and Willows, Donna. "Imitative Behavior of Disturbed and Nondisturbed Children Following Exposure to Aggressive and Non-Aggressive Models." Child Development, 39, 1968, pp. 79-89.

64. Pascal, G.R., Cottrell, T.B., and Baugn, J.R. "A Methodological Note on the Use of Videotape in Group Psychotherapy with Juvenile Delinquents." The International Journal of Group Psychotherapy, 17, 1967, pp. 248-251.

65. Roberts, Churchill. "The Effects of Self-Confrontation, Role Playing, and Response Feedback on the Level of Self-Esteem." Speech Teacher, 21, 1972, pp. 22-30.

66. Elliott, Lowell E. and Smith, Earl P. "Improving Performance of Classroom Teachers Through Videotaping and Self-Evaluation." Audiovisual Communications Review, Vol. 23, No. 3, Fall, 1975, pp. 277-288.

67. Stroh, Thomas F. The Uses of Videotape in Training and Development. New York: American Management Association, 1969.

68. Gelfand, Donna M. "A Training Program to Increase the Effectiveness of Personnel Teaching Retarded and Other Behavioral Disadvantaged Children." Salt Lake City: Utah University, 1970.

69. Walters and Willows. op. cit., 1968.

70. Anderson, Vivienne. op. cit., 1973.

71. Gill, W.A. op. cit., 1976.

72. Poussaint, Alvin F. op. cit., 1974.

73. Wiggins, H. Curtis. "Media Power and the Black American." Crisis, 82, 6, pp. 205-210.

74. Asante, Molefi Kete. "Television and Black Consciousness." Journal of Communication, 26, 4, pp. 137-141, August, 1976.

75. Comstock, George A. (Ed.) et. al. Television and Social Behavior; Reports and Papers, Vol. V: Television's Effects: Further Explorations (DHEW Pub. No. HSM 72-9060). Washington, D.C.: U.S. Government Printing Office, 1972.

76. Hayes, Edward J. et al. "Superfly, The Mack, Black Youth and Counselors." School Counselor, 22, 3, pp. 174-179, January, 1975.

77. Yette, Samuel F. "Black Hero Dynamics and The White Media." Black World, 24, 3, pp. 22-28, January, 1975.

78. Wareham, Roger S. "The New Stereotypes Are No Better Than The Old." Urban Review, 6, 2, pp. 14-18, Nov.-Dec., 1972.

79. Hooks, Benjamin L. "The Real Power." An Interview with Benjamin Hooks. Washington, D.C.: Federal Communications Commission, January 30, 1973.

80. Klapper, Joseph T. The Effects of Mass Communication. Glencoe, Illinois: The Free Press, 1960.

81. Glessing, Robert J. and White, William P. Mass Media, The Invisible Environment Revisited. Chicago, Ill.: Science Research Associates, Inc., pp. 209-221, 1976.

82. Teevan, James J. and Hartnagel, Timothy F. "The Effect of Television Violence on The Perceptions of Crime by Adolescents." Sociology and Social Research, Vol. 60, 3, April, 1976, pp. 337-348.

83. Dominick, J.R. and Greenberg, B.S. "Attitudes Towards Violence: The Interaction of Television Exposure, Family Attitudes, and Social Class." In G.A. Comstock and E.A. Rubinstein (Eds.), Television and Social Behavior, Vol. III: Television and Adolescent Aggressiveness. Washington, D.C.: U.S. Government Printing Office, 1972, pp. 314-335.

84. Lyle, J. & Hoffmann, H.R. "Children's Use of Television and Other Media." In E.A. Rubinstein, G.A. Comstock, and J.P. Murray (Eds.) Television and Social Behavior. Vol. IV.: Television in Day-To-Day Life: Patterns of Use. Washington, D.C.: U.S. Government Printing Office, 1972, pp. 129-256.

85. Greenberg, B.S. & Gordon, T.F. "Children's Perceptions of Television Violence: A Replication." In G.A. Comstock, E.A. Rubinstein, and J.P. Murray (Eds.). Television and Social Behavior. Vol. V: Television's Effects: Further Explorations. Washington, D.C.: U.S. Government Printing Office, 1972, pp. 211-230.

86. Greenberg, B.S., Ericson, P.M., & Vlahos, M. "Children's Television Behaviors as Perceived by Mother and Child." In E.A. Rubinstein, G.A. Comstock, and J.P. Murray (Eds.). Television and Social Behavior. Vol. IV: Television in Day-To-Day Life: Patterns of Use. Washington, D.C.: U.S. Government Printing Office, 1972, pp. 395-409.

87. Lyle, J. & Hoffmann, H.R. "Children's Use of Television and Other Media." In E.A. Rubinstein, G.A. Comstock, & J.P. Murray(Eds.) Television and Social Behavior Vol. IV: Television in Day-To-Day Life: Patterns of Use. Washington, D.C.: U.S. Government Printing Office, 1972, pp. 129-256.

88. Greenberg, B. & Dominick, J. "Racial and Social Class Differences in Teenagers' Use of Television." Journal of Broadcasting, 1969, 13, pp. 1331-1334.

89. Greenberg, B. & Dominick, J. "Television Behavior Among Disadvantaged Children." CUP Research Report, Department of Communication, Michigan State University, 1969.

90. Gibson, E.J. The Senses Considered As Perceptual Systems. Boston: Houghton Mifflin, 1966.